

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	<p>Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	<p><small>Place date stamp here</small></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2014 MAY 13 PM 1:18 DOCUMENT CONTROL CENTER DISCRETIONARY GRANTS </p>
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information							
Organization name		County-District #		Campus name/#		Amendment #	
Palestine ISD		001-907		Northside Primary/ 101 Southside Elementary/107			
Vendor ID #	ESC Region #	US Congressional District #		DUNS #			
	7	TX-005		95444048			
Mailing address				City	State	ZIP Code	
1007 E Park				Palestine	TX	75801	
Primary Contact							
First name		M.I.	Last name		Title		
Carolyn		A	Martin		Assistant Superintendent of Instructional Services		
Telephone #		Email address			FAX #		
903-731-8000		cmartin@palestineschools.org			903-729-5588		
Secondary Contact							
First name		M.I.	Last name		Title		
Shannon		K	Leisure		Educational Technology Coordinator		
Telephone #		Email address			FAX #		
903-731-8000		sleisure@palestineschools.org			903-729-5588		

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Jason		Marshall	Superintendent
Telephone #		Email address	FAX #
903-731-8000		jmarshall@palestineschools.org	903-729-5588
Signature (blue ink preferred)		Date signed	





701-14-107-206

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Palestine ISD and Northside Primary and Southside Elementary are applying for the Technology Lending Program Grant to provide a mobile computing device and internet for each student on campus to ensure on-demand technology access at school and at home, online instructional resources that support the state curriculum in English language arts, mathematics, science and social studies, online assessment tools to diagnose students' strengths and weaknesses or to assess mastery of core curriculum, support efforts to promote parent and family involvement between school and home. Palestine ISD has adopted a different approach to learning and teaching through activity -, project -, and problem-based curriculum that gives students in grades kindergarten through high school the chance to apply what they know, identify problems, find unique solutions and lead their own learning (Project Lead the Way). Palestine ISD currently supports and implements a technology lending program for grades 4 through 12 giving students access to their curriculum 24/7 through the use of mobile devices. The adopted instructional and curriculum model for the elementary (LAUNCH) through the use of mobile devices during school and at home are designed to work together to build fluency, focus behavior, and prevent loss of skill in using critical mass learning strategies to meet the demands of the core curriculum and STAAR standards (Strategic Instructional Model). Students will apply STEM knowledge, skills and habits of mind and be given maximum flexibility to learn through the use of 24/7 technology and digital content and curriculum. The ability to leverage innovative, project based approach to learning through the tool of technology combined with a nationally recognized curriculum model that works with current state and national learning standards will transform the school to make significant improvement in academic achievement by making learning relevant and engaging to students. LAUNCH is the foundation for Project lead the Way, a national STEM program that Palestine Independent School District's elementary campuses will be offering. It is a specialized curriculum focusing on the integration of science, math and cross curricular Language Arts. Palestine ISD has adopted this curriculum that gives students in grades kindergarten through high school the chance to apply what they know, identify problems, and find unique solutions and lead their own learning (Project Lead the Way). Studies show that making learning relevant and engaging will produce a more "college-bound" culture. Palestine ISD currently serves an economically disadvantaged population of 81% and the elementary schools serves the highest number of ESL/ bilingual population in the district at 25% of students on each of those campuses. In Palestine ISD, the most recent statistics show only 37% of students were reading on grade level at the beginning of the school year (iStation report). Studies show that literacy is the underlying cause for failure in all subjects. For the elementary campuses, statistically 65.4% are considered "at-risk" by the 2nd and 3rd grade level (AEIS report). All students in grades K - 6 are invited to participate in the LAUNCH program through parent request. Palestine ISD has established a technology lending program for grades 4 – 12 giving students mobile devices to enable learning opportunities and student productivity that extends beyond the normal school day and established an expectation of transformed curriculum through the use of online textbooks, the building of a online curriculum and instruction database for students, and continued, on-going professional development for educators and administrators. The department of Curriculum and Instruction has partnered with Educational Technology and the Technology department and the Professional Development Department to create a comprehensive plan to implement instructional reform with the use of instructional technology in the hands of students. Job-embedded professional development will be provide and is being currently provided to staff members to ensure the delivery of classroom instruction and curriculum is at the level of complexity of the STAAR assessments while engaging students with the use of technology. The comprehensive staff development in project-based learning combined with students 24/7 access to mobile computing device and internet with a coordinated bundle of digital, online curriculum resources will extend the time to learn, anywhere, anytime.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The grant will utilize the district standard and expectation of digital content through the use of an online database of curriculum to extend learning from school, to home and community for all students. This provides a transparent communication system that welcomes all parents – especially the growing numbers of underserved families. The technology tools and opportunities this grant will provide will directly target grades 1 – 3 and give the district the ability to extend and implement the district curriculum using challenging and high yield integrated strategies that support the state core curriculum in preparation for STAAR assessments. Statically, the students at this level have the highest number of economically disadvantaged students (80%) and the highest population of bilingual/ ELL students. Less than 30% of these students are on grade level in reading when tested at the beginning of the school year (iStation report, TPRI). Studies indicate that reading is the underlying cause for failure in all courses, thus exponentially increasing our at-risk population of this level. Implementing LAUNCH into this level targets our early indicators for “at-risk” students helping to meet the academic needs of these underserved students providing a successful path for success in the future. Teachers and students along with their parents at this level will use rich on-line curriculum and assessment resource and engage in innovative teacher and learning strategies utilizing technology that will be available 24/7. Our most critical needs and focus of our project will be student achievement in math, science and literacy of minority, economically disadvantaged students. All students need the opportunity to have access 24/7 to a complete bundle of technical tools. This “critical mass” of access and success will be provided to students who traditionally do not succeed in math, science and reading. This grant will extend the vision of Palestine ISD to the elementary grade levels. Palestine ISD will expand its “Learning 24/7” program where all teachers develop integrated lessons addressing their core curriculum and the Higher Education Coordinating Board’s (HECB) Cross Disciplinary Standards. These foundation cognitive skills identified by HECB’s vertical teams are reading, writing, and researching across the curriculum, use of data, technology, work habits, academic integrity and behavior, intellectual curiosity, reasoning, and problem solving. The district currently supports staff members by employing technology integration specialists for team leaders in the Educational Technology department to provide just-in-time support and training to all teachers.

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By TEA staff person:

Schedule #6—Program Budget Summary					
County-district number or vendor ID: 001-907			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32					
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$6270	\$	\$6270
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$	\$	\$
Administrative Cost Calculation					
Enter the total grant amount requested:					\$
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$
This is the maximum amount allowable for administrative costs, including indirect costs:					\$

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check if Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service:		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
Contractor's subgrants, subcontracts, subcontracted services		\$
Contractor's supplies and materials		\$
Contractor's other operating costs		\$
Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 001-907		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 001-907		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)						
County-District Number or Vendor ID: 001-907				Amendment number (for amendments only):		
Expense Item Description						
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies		\$
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:		
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:		
6399	Technology Hardware—Not Capitalized					
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
	1	Mobile device covers	To protect and provide insurance for accidental breakage of mobile device	95	38	\$ 3610
	2				\$	
	3				\$	
	4				\$	
	5				\$	
6399	Technology software—Not capitalized					\$2660
6399	Supplies and materials associated with advisory council or committee					\$
Subtotal supplies and materials requiring specific approval:					\$6270	
Remaining 6300—Supplies and materials that do not require specific approval:					\$	
Grand total:					\$6270	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 001-907		Amendment number (for amendments only):	
Expense Item Description			Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply:		\$
	<input type="checkbox"/> ESC-owned vehicle usage	<input type="checkbox"/> Other:	
	<input type="checkbox"/> Insurance	<input type="checkbox"/> Other:	
6411	Out-of-state travel for employees (includes registration fees)		\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance		\$
6490	Indemnification compensation for loss or damage		\$
6490	Advisory council/committee travel or other expenses		\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:			\$
Remaining 6400—Other operating costs that do not require specific approval:			\$
Grand total:			\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)				
County-District Number or Vendor ID: 001-907			Amendment number (for amendments only):	
15XX is only for use by charter schools sponsored by a nonprofit organization.				
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX/15XX—Technology hardware, capitalized				
2	Mobile devices with cellular service	95	\$984	\$93480
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29			\$	\$
Grand total:				\$93480

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	202	N/A	Attendance rate	97.1%
Hispanic	332	N/A	Annual dropout rate (Gr 9-12)	DNA%
White	222	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	10	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	630	80%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	200	25.4%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	DNA	DNA%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public			289	257	242										
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:			289	257	242										

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Schedule #13—Needs Assessment

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District and campus needs assessment from district improvement processes were used to determine academic needs. This included collecting and analyzing student achievement data from all indicators on the state AEIS report, curriculum based assessments results and passing rate of students in all courses and grades. The team of leaders to implement mobile technology into the district looked at attendance, graduation rates and motivation to learn using teacher were reviewed and analyzed. A ten-year longitudinal study was performed of students who entered Palestine ISD as Pre-K students and data was collected to analyzed their progress, where gaps occurred in learning, graduation rates, and percent of students ready for college and actually applied, enrolled and earned early college or post-secondary credit toward a certificate or college degree. The team used surveys, interviews planning meetings and evaluation metrics to collect data on the patterns of classroom use of technology by both teachers and students and compared the local results with technology immersion research (Why Technology Immersion, TEA). Surveys were used to collect data on the level of proficiency of teacher and students in using technology as a tool to teach, learn and communicate in a digital environment. Quantitative data on the number of students who had access to technology 24/7 were gathered through the Campus STaR Chart process. Access to quality staff development was determined by reviewing staff development offerings, attendance, and observing and measuring the level of use of application and their effect on student achievement. This process was done for all grade levels, K – 12. The needs were categorized by team members by: Academic Needs, Technology Needs, and Teacher Training Needs.

Academic Needs: This grant will serve the elementary schools in grades 1 – 3 by providing mobile devices 24/7 to support the curriculum of a national STEM curriculum, LAUNCH. The needs assessment and analysis of the above mentioned process show these grades level had the highest number of economically disadvantaged students at 80%, with an ELL/ bilingual population with more than 25% percent. About 25% of the entire population falls below the poverty line (US Census 2010). According to the ten year longitudinal study, less than 20% of minorities receive any post-secondary education. Grade 1 – 3 also show the highest number of "at-risk" students in the district. Less than 30% of student read on grade level at the beginning of the school year, literacy being an underlying cause for failure in all subject areas.

Technology Needs: Underserved students take less technology application courses and there is a limited opportunity to use technology skills to learn in core course and in settings inside and outside the regular classroom. Data from the Campus STaR Chart were analyzed to meet the most underserved students that do not have regular access to technology at school and at home. All student need to use technology engage and learn in their core subjects, especially math and science, and technology resources need to be available 24/7.

Technology Training Needs: The Campus STaR chart was analyzed in the areas of professional development, access to professional development, and professional development for online learning. On-site technology support and training needs are provided and support by the district that will support the implementation of this grant by providing a Technology Integration Specialist to support staff member and a mobile device technician to support he general maintenance of student devices. The campuses/ district has completely and effectively aligned their curriculum and assessment in core course and made a commitment to train all teacher in learner center instruction. A model of integration training that support the campus in delivering their core curriculum and instruction through the use of digital content and a database of online curriculum the engage and support student learning 24/7 in a challenging, intellectual way.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Academic Needs	Implementation of the technology lending program will support digital content creation and an online database of instructional materials designed to target math, science and reading that support the state core curriculum and cross-disciplinary standards to implement project based learning where teachers and students together will use rich on-line curriculum and assessment resources and engage in innovative teaching and learning strategies. Our most critical needs and focus of our project will be student achievement in math, science and reading of minority, economically disadvantaged, and first generation college students (AEIS 2013).
2.	Technology Needs	All students will have the opportunity to have access 24/7 to a complete bundle of technical tools, digital content and online database instructional materials at school and home, extending the school day and providing access anytime, anywhere. The "critical mass" of access for success will be provided to students who traditionally do not succeed in math, science, and reading.
3.	Teacher Training Needs	A district implemented technology integration specialist will help campus leaders plan, deliver and schedule training including on-line and face-to-face on the creation, implementation of instructional resources support by the use of technology. Teaming with the department of curriculum and instruction and direction of professional development the TIS will provide on-going professional development that support district and state academic standards using technology as a support tool.
4.	Parent Involvement Needs	Implementation of the technology lending program will provide students with mobile devices that hold instructional resources and digital content available to the parents at home anytime, anywhere. Parents will have access to their student's curriculum giving them a communication pathway between school and home. Lessons, notes, and digital content from teachers will be available for parents to provide help in difficult math and science 24/7.
5.	Digital Content Needs	The district has implemented an expectation of teacher created digital content for students. The grant will provide student with the ability to access this content at school and at home. Teachers work with campus integration specialists, curriculum specialists, and the STEM coordinator to create digital content that supports district and state goals targeting the specific needs of math, science and reading. Digital content will be available to students 24/7, extending the school day, though this grant.

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Schedule #14—Management Plan

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Educational Technology Coordinator	Oversee district educational technology implementation, training, and support. Experience as a certified classroom teacher, experience as a trainer to implement and integration technology in the classroom, experience writing curriculum, Master's degree preferred.
2.	Campus Integration Specialist	Work with campus leaders and teacher to provide just-in-time training and support. Experience as certified classroom teacher. The ability to co-teach in order to deliver technology rich lessons. Plan, deliver and schedule trainings on-line and face-to-face. Master's degree preferred.
3.	Director of Professional Development & Curriculum	Oversee district curriculum and calendars in order to horizontally and vertically align instructional material for the district. Implement training, mentoring and modeling in the classroom. Experience as a certified classroom teacher. Experience as a campus administrator. Master degree required.
4.	STEM Coordinator	Over district STEM programs in grades K – 12. Provide coaching and support to STEM teacher leaders. Work with curriculum and instruction department to align curriculum to district standards in order to meet state standards. Experience as a classroom teacher. Master's degree preferred.
5.	Mobile Devices Technician	Prepare devices for deployment to student through imaging. Oversee general maintenance of mobile devices. Repair and provide immediate feedback to students/ parents on insurance and repair status of devices. Maintain and supervise mobile device management systems. Maintain inventory. College preferred.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Devices	1. Establish safe browsing network w/ cellular partner	09/01/2014	10/01/2014
		2. Inventory devices	09/01/2014	10/01/2014
		3. Prepare devices for deployment through imaging	09/01/2014	10/01/2014
		4. Deploy devices though face-to-face parent meetings	10/01/2014	10/05/2014
		5. Maintain inventory	10/01/2014	08/31/2016
2.	Training of Teachers	1. Implementation of STEM curriculum	06/01/2004	08/31/2016
		2. Align curriculum to district/ state standards	06/01/2014	08/31/2014
		3. Creation of digital content	06/01/2014	08/31/2016
		4. Expand current curriculum database	06/01/2014	08/31/2016
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Professional development	1. Conduct trainings for students, parents & teachers	10/01/2014	08/31/2016
		2. Provide continuous on-site staff development	06/01/2014	08/31/2016
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Curriculum	1. Make adjustments to curriculum practices	06/01/2014	08/31/2016
		2. Instructional materials to support digital learning	06/01/2014	08/31/2016
		3. Align curriculum	06/01/2014	08/31/16
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.	Re-evaluate Needs Assessments	1. Survey students, teachers and parents	04/01/2015	05/31/2015
		2. Re-evaluation of STaR Chart analysis	04/01/2015	05/31/2015
		3. Analyze state testing results	05/01/2015	05/31/2015
		4. AEIS reporting	04/01/2015	08/31/2015
		5.	XX/XX/XXXX	XX/XX/XXXX

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine ISD currently utilizes its campus action teams (CAT) and district action team (DAT) to bring together administrators, teachers, and parents to evaluate student progress and achievement and monitor goals set forth by the district and the state of Texas. In addition to bi-monthly CAT and DAT meetings, student achievement data reports based on online benchmark assessment and online curriculum assessments will be developed and reviewed monthly by the STEM coordinator, campus staff and, ed tech and curriculum administrators. In addition, literacy scores are, and will be measured, though the use of iStation and yearly STAAR test data will be monitored for improvement. Surveys, interviews, on-site visits and daily observations will be used to measure the success of technology integration and of the blended learning classroom. Parents and student surveys will be taken throughout the year to measure the program success in student homes and to determine parent involvement and support throughout the year. Reports and data will be shared with staff and administrators in PLNs and in staff meetings to positive motivate teachers with milestones and progress being made. Teachers will receive weekly feedback and coaching from the STEM coordinator and the technology integration specialists, and will be encouraged to post appropriate student work, lesson plans, and class calendars within the learning management system as a means of parent communication. One technology showcase event will take place each semester at Northside and Southside to celebrate student work and communicate the PISD vision with parents and community members. When a change is necessary to the program to achieve goals, the STEM coordinator, and administrative staff will work together with LAUNCH teachers with discuss adjustments and create buy-in, so that everyone works together as a team. Parents will be notified through the website, parent call-out system, and regular face-to-face meetings hosted by the PISD after school program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine ISD currently has a 1:1 mobile device initiative for 4th-12th grade students to encourage 24/7 opportunities in learning. Creating opportunities to give mobile devices to the 1st- 3rd grade students will increase academic achievement in core areas of language arts, science and math through the LAUNCH program and improve college readiness at a younger age. The LAUNCH program is the elementary companion piece of the Project Lead the Way (PLTW) which encourages problem solving, critical thinking skills and collaboration through project based learning in engineering, STEM and language arts. By allowing 1st-3rd grade access to this program and to mobile learning devices, the vertical alignment between elementary, junior and high school is increased. Grant funds will allow LAUNCH to be implemented 4 years earlier in a student's academic journey, will reach grades with the highest levels of English Language Learners, and will strengthen literacy skills at critical moments. The STEM coordinator works with all campuses K-12 to create a cohesive vision for all students and teachers participating in the program. Teachers will receive appropriate training in both LAUNCH/PLTW curriculum, in posting their curriculum to online learning management systems, iTunes U and Symbaloo, and in project based learning techniques. Teachers involved in this pilot will be expected to work together through special personal learning communities and will meet monthly to assure alignment and to track the progress and goals of the project. Campus principals, the technology and educational technology directors and district curriculum staff are in agreement to support and promote this initiative, and will provide time and the resources necessary for the STEM coordinator and teachers to make this grant a success. The district technology plan for 2014-16 plans to implement wireless infrastructure to the Northside and Southside campus by the end of 2016, and PISD is committed expanding the number of devices, not just for the LAUNCH pilot program, but for all students in that same time frame.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	District created assessments	1.	Improved academic achievement
		2.	Improved on grade level reading levels
		3.	Improvement in math and science
2.	State standardized testing and reporting	1.	Improved academic achievement
		2.	Reduction of "at-risk" associated with test scores
		3.	Improvement in math and reading
3.	National reporting (AEIS)	1.	Improvement academic achievement
		2.	Reduction of "at-risk" population
		3.	Impact of technology in reporting standards
4.	Re-evaluate digital content & curriculum databases	1.	Number of online course taken by participating students
		2.	Teachers will be able to create and deliver content in digital format
		3.	Titles of digital materials used within courses as part of the program
5.	Technology usage	1.	Number and percent of students who checked out a device
		2.	Number/ percent of eligible economically disadvantaged participating in program
		3.	Ratio of technology devices to students needing devices

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Implementation and student achievement data reports will be developed and reviewed by the "Learning 24/7" team and reported by to the campus teams and principal to make needed improvements. Benchmark-assessments and on-line curriculum assessments will be used on a daily basis to provide immediate feedback to students as a description of direction of improving performance. Both of these two methods of providing feeding backs will be used in a way that is motivation and helpful to students in order to consistently monitor and re-evaluate the programs and make adjustments seamlessly. All results will be reported to TEA, local administration, school board, parents and community. It is important through constantly evaluation of program to pin point potential problems and realign the program to meet its goals. Surveys, interviews, on-site visits, daily observations and other performance metrics will be used to measure the degree of implementation of the program and the effect is has on school factors such as innovation, level of challenge, classroom integration, leadership, and parent and community support. The principals and campus leadership teams will develop charts and simple reports that will act as impact and milestone metrics that will direct and positively motivate students and staff. Staff development will be evaluated and monitored based on the level of use by teachers and its impact on student achievement. On-site feedback and coaching will be provided continuously by campus leaders/ teachers, principals, educational technology, curriculum and instruction, and professional development departments. Data will be collected on individual progress in STAAR testing and benchmark testing. Discipline records, attendance, passing rates, grades, project-based learning initiatives, will be used as a formative assessment tool to make plans to continuously improve the program. Surveys and interviews of teacher and staff, observations, parent surveys and input and other qualitative measures will be used to collect data on the effects of the program on teachers, students and the school. Teacher factors include technology proficiency and productivity, technology use, integration and collaboration. Student factors include proficiency and use, small group work, school development and degree of student achievement as a result of the implementation of technology and digital content 24/7.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine ISD and Northside Primary and Southside Elementary are applying for the Technology Lending Program Grant to provide a mobile computing device for each student on campus to ensure on-demand technology access at school and at home, online instructional resources that support the state curriculum in English language arts, mathematics, science and social studies, online assessment tools to diagnose students' strengths and weaknesses or to assess mastery of core curriculum, support efforts to promote parent and family involvement between school and home. Palestine ISD has adopted a different approach to learning and teaching through activity -, project -, and problem-based curriculum that gives students in grades kindergarten through high school the chance to apply what they know, identify problems, find unique solutions and lead their own learning (Project Lead the Way). Palestine ISD currently supports and implements a technology lending program for grades 4 through 12 giving students access to their curriculum 24/7 through the use of mobile devices. The adopted instructional and curriculum model for the elementary (LAUNCH) through the use of mobile devices during school and at home are designed to work together to build fluency, focus behavior, and prevent loss of skill in using critical mass learning strategies to meet the demands of the core curriculum and STAAR standards (Strategic Instructional Model). Students will apply STEM knowledge, skills and habits of mind and be given maximum flexibility to learn through the use of 24/7 technology and digital content and curriculum. The ability to leverage innovative, project based approach to learning through the tool of technology combined with a nationally recognized curriculum model that works with current state and national learning standards will transform the school to make significant improvement in academic achievement by making learning relevant and engaging to students. Palestine ISD is gaining minority and economically disadvantaged at a rate of 2 – 4 % a year while losing middle class students of all ethnicities at an accelerated rate to private and smaller surround public schools. The schools and district will be approximately 81% economically disadvantaged and 80% minority by the end of the grant (Community Survey for Bond Election). The following needs have been identified: student achievement in Math and Science, reading as an underlying cause of failure for all courses, especially for ELL and African American students, and lack opportunities for lower-achieving students to take advantage of all forms of early accelerated programs that make learning relevant and engaging while targeting core areas of curriculum. The district initiative to extend learning beyond the normal school day through the use of digital content and curriculum and combined with project-based learning with the student's 24/7 access to mobile computing devices will extend the time to learn anywhere, anytime while leveling the academic field for all students.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine ISD has implemented "Learning 24/7" a mobile device lending program for grades 4 – 12 on three campuses. The program has been made possible through title funds, reallocation of instructional materials allotment funds, reallocation of textbooks funds, and the district dedication of providing technology to every student with local district funds. The district is committed to making student learning and engaging and interactive process through the use of technology as a tool that drives curriculum. The additional of this grant to the current technology lending program will expand technology lending to student in grades 1 -3 at the elementary campuses where an innovative, collaborative, project-based curriculum is being implemented (LAUNCH) that specifically targets the needs of the district in math, science and reading with a nationally recognized program (Project Lead the Way). Palestine ISD has a district expectation of all educators to create digital content and a database of online curriculum and instructional resources that aligns with district and state standards. The expansion of the program to grades 1 – 3 with the Technology Lending Program coupled with STEM curriculum will improvement students achievement and expand "Learning 24/7" to a targeted group of unserved students within the district. The goal of the district is to provide technology to all students in order fill the gaps of instruction, provide the opportunity to extend the traditional school day to home, provide access at home to digital content and curriculum, engage students in learning, and make learning relevant through and interactive and hands-on approach to learning. The district has committed district funds over the past two years to reconstructing a new wireless infrastructure on 3 of the 6 campuses. The district technology plan is to continue this process for the remaining 3 campuses on the next year and half. Thus providing a structure for technology and learning. Title funds and district funds currently support the STEM curriculum in grades 6 – 12 and LAUNCH will be expanded to grades kindergarten through 5th grade in the fall of 2014. This again leads to a cohesive and district goal to implementing technology as a tool for learning. Increasing skills in foundational areas and expanding the 1:1 program allows even more opportunities to promote digital literacy, digital citizenship, increase 21st century skills and empower students to maximize full potential to prepare them for college and the workplace. The district will utilize the resources of Region 7 to customize professional development for an 1:1 model of technology integration, curriculum, assessment and instruction.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine ISD's mission is to foster relationships that excite, engage and empower our students and community to achieve excellence. The district 1:1 mobile device initiative provides learning opportunities 27/4 anytime, anywhere for students in 4th-12th grade to engage in project based learning, have access to literacy building apps, online libraries, and foundational core curriculum. Over the past four years, Palestine ISD has increased the number of students taking dual-credit college courses and has considerably improved academic ratings, with educational technology playing a large role in the increased success of students across the district. This grant will allow that opportunity for success to reach students in the younger grades and increase access to educational technology. Research shows that reading levels from 3rd grade are an indicator of whether a student will graduate high school (D. Hernandez, 2011). With 80% of students at Northside and Southside considered low socio-economic and 25% ELL/bilingual, the mission of the district to engage and empower must begin sooner than the secondary levels in order to ensure that all students have equal opportunities to reach their full potential. A child's involvement in Project Lead the Way/LAUNCH will provide deep, meaningful learning experiences for math, literacy, science and basic engineering concepts. The successful implementation of this grant will allow the LAUNCH program to expand from a pilot program to reach all students 1st-3rd grade over the next 2 years. In addition to increasing skills in foundational areas, expanding the 1:1 program allows even more opportunities to promote digital literacy, digital citizenship, increase 21st century skills, and empower students to maximize their full potential to prepare them for college and the workplace.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

LAUNCH is the foundation for Project lead the Way, a national STEM program that Palestine Independent School District's elementary campuses will be offering. It is a specialized curriculum focusing on the integration of science, math and cross curricular Language Arts. Palestine ISD has adopted this curriculum that gives students in grades kindergarten through high school the chance to apply what they know, identify problems, and find unique solutions and lead their own learning (Project Lead the Way). Studies show that making learning relevant and engaging will produce a more "college-bound" culture. Palestine ISD currently serves an economically disadvantaged population of 81% and the elementary schools serves the highest number of ESL/ bilingual population in the district at 25% of students on each of those campuses. In Palestine ISD, the most recent statistics show only 37% of students were reading on grade level at the beginning of the school year (iStation report). Studies show that literacy is the underlying cause for failure in all subjects. For the elementary campuses, statistically 65.4% are considered "at-risk" by the 2nd and 3rd grade level (AEIS report). All students in grades K - 6 are invited to participate in the LAUNCH program through parent request. District and campus needs assessment from district school improvement process and reformation efforts to determine academic needs. This included collecting and analyzing student achievement data from all indicators on the state AEIS report, curriculum based assessment results and passing rate of students in all grade levels. Attendance and student motivation to learn using technology were reviewed and analyzed. The district technology task force used surveys, interviews planning meetings and evaluation metrics to collect data on patterns of classroom use of technology by both teachers and students and compared the local results with technology immersion research (Why Technology Immersion, TIP Project, TEA). Surveys were used to collect data on the level of proficiency of teachers and students in using technology as a tool to teach, learn, communicate and support curriculum and instruction. Quantitative data on the number of students who had access to technology and internet 24/7 were gathered through the Campus STaR Chart process. In addition to the official school improvement and technology needs assessments, key school officials at the district and campus level met and determined the capacity and commitment of the staff, students and parent to implement a technology lending program that gave access to the internet at school and home. Staff meetings were held to discuss the grant program and to communicate the needs of the campus to participate in the Technology Lending Program. Input from staff at this time was used to prioritize and guide the development of local program objectives. Underserved students take less technology application courses and there is a limited opportunity to use technology skills to learn in core courses and in settings inside the regular classroom. All students need to use technology to engage and learn in the core subjects, especially in math and science, and the technology and related resources need to be available 24/7. Palestine ISD recognizes these facts by implementing a district-wide mobile technology program; "Learning 24/7". This program currently serves grades 4 through 12 and gives students access to their mobile device, digital content, and a database of curriculum 24/7. The implementation of the Technology Lending Program grant will support and extend the district initiative of a national STEM program and the district mobile device lending program by giving students who choose to participate in LAUNCH maximum flexibility to learn through the use of 24/7 technology and digital content and curriculum with internet service. The district initiative to extend learning beyond the normal school day through the use of digital content, combined with project based learning with the student's access to mobile computing devices with internet will extend the time to learn anywhere, anytime.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine ISD currently has the expectation of digital content and coursework for all students that aligns with district and state standards. Teachers and administrators vertically and horizontally align curriculum and content becomes part of an online database of curriculum that is accessible to students and parents. Constant and consistent professional development is offered in order for teachers to develop and deliver integrated lessons that address their curriculum and adopt best practices as measure by locally developed rubrics. Complete coursework content and activities have been seamlessly integrated into all core content areas in the high school and junior high and will be expanded to the lower campuses in the fall of 2014. Palestine ISD offers a toolkit of technology tools that support the students learning 24/7. The tools are designed to implement the district curriculum by meeting the district and state standards for student achievement. Teachers and students together use and will use a rich on line curriculum and assessment resource that engage the innovative teaching and learning strategies by utilizing technology that will be available 24/7. For many at-risk students, the inability to visualize the concept is the barrier to understanding the gateway concepts in math courses. The STEM approach to learning provides hands-on, animated models, simulations and other on-line resources that can be assessed through the use of a student personal mobile device. Access to reading material will also be increased through the Overdrive online library, which allows students to check out books through an app on their mobile device, thus increasing literacy skills. Students on the Northside and Southside already have access to a computer lab on a weekly basis and are familiar with using reading software and taking online AR tests. Positive online behavior is already encouraged and fomented at the elementary school level, and adding mobile devices will give further opportunities for students to create a positive online presence. Classroom management skills will be adjusted for the use of online devices and tools will be provided to the teacher to make sure they are able to actively monitor students, and that students understand when it is appropriate and not to use their mobile device. Teachers will be encourages to evaluate classroom activities according to the SAMR model (Puentedura, 2006) to build digital literacy and engage students in deeper, more meaningful learning opportunities.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine ISD currently implements a 1:1 learning initiative for all students 4th-12th grade. Electronic instructional materials are used across all core areas in all grade levels through interactive whiteboard lessons, access to core curriculum supporting software such as iStation, Think Through Math, Study Island and Rosetta Stone, for English language learners. The district is also in the process of developing all curriculum, 4th grade and beyond, into iTunes U courses with all coursework, eBooks and supplemental materials available online to both parents and students. Grades K-3 will use Symbaloo and other similar websites for course content and web resources. Pilot programs begin in the fall of 2014 and all grade levels/courses will be available for student use by August 2015. Current textbook adoptions for math and science for the 14-15 school year will completely transition those courses from paper-based books to online books and resources that can be updated in real time, ensuring that students have the most accurate information possible and that learning becomes organic and authentic versus static and rote. All grade levels are proficient at scanning QR codes and following links to websites or other information. Teachers have access to YouTube, Vimeo, and TeacherTube to curate resources for their students and can host videos, weblinks, teacher created materials, quizzes, etc. in the district learning management system (LMS). In conjunction with the LMS, students also have access to Google Drive to store and create content. All students and teachers with an iPad have access to hundreds of apps through the PISD app catalog to create content and show mastery of concepts, including Keynote, Prezi, iMovie, Snapguide, Flowboard, ScreenChomp, Explain Everything, Class Dojo, Edmodo, etc. All students has access to online databases for research and access to the Overdrive online library, as well as resources found in iTunes U.

The Principles of Informational Technology (Physics I course) utilizes gamification, engineering skills and basic principles of physics for students to build their own apps and games through the PLTW framework. which has been in place at the secondary level for 2 years. Chemistry uses a variety of apps such as Nova Elements, Chem Pro: Chemistry Tutor, Science 360, and Vernier software, among others.

Middle school math classes utilize apps such as MyScript Calculator and Screenchomp to solve problems and record their process for review or to check their understanding. The app socrative allows teachers to share interactive quizzes, perform simple bell ringers and exit activities to check understanding. MathTerms glossary assist ELL students with difficult vocabulary words, and apps such as Oh No Fractions provide fun practice and review of important STAAR objectives.

English course 7th-12th grade create book trailers using apps like iMovie, Tellagami, or Videolicious. A PISD English/History teacher created a cross curricular project based learning idea and helped students to publish a collective work of essay and short stories in the iBooks store, giving the students an authentic audience and the opportunity for real world experience. Other apps, such as Shakespeare in Bits, allow students to analyze literary works at the touch of a button.

History and Geography leverage online software such as Stratalogica and various maps apps to bring the world to students, many of whom have never traveled outside of Anderson County. Online magazine apps such as National Geographic Today and Today's Docs allow students to compare and analyze events from both the past and the present. AP students use Dragon Dictation to record notes and lectures to review and student throughout their course. Apps such as CNN and Zite give students access to current events and international news.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014–December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine ISD provides on-going professional development for all staff members to promote the use of educational technology. Training is provided during the summer months by district technology integration and media specialists through one day face-to-face interactive sessions, multi-day digital academies and online courses. Professional development course include: Flipped learning, building curriculum for mobile devices through iBooks Author and iTunes U, how to use a learning management system, building a positive digital footprint, utilizing our online library, and creating cross curricular project based learning opportunities. The district also provides just-in-time professional develop through the "Tech Tuesday" initiative, which provides small group instruction and digital exploration for teachers during conference times and after school on each campus at least twice a month. Two Apple Foundations Trainers are on staff at PISD to support teachers in their use of digital learning materials within the classroom, to assist them in building digital curriculum, and to find and implement existing digital resources available. PISD partners with TBG solutions annually to educate all staff about digital citizenship and cyber safety.

Teachers involved in this grant initiative will receive special instruction and support to build their curriculum into iTunes U course manager, so that students and parents will have access to instructional materials 24/7. This will be accomplished through summer training and half-day workshops during the first semester of the 2014-15 school year. Classroom activities and projects will be evaluated through the lens of the SAMR model (Puentedura, 2006). Teachers will also attend trainings by Project Lead the Way/LAUNCH and have the opportunity to attend online and face-to-face workshops provided by the Texas Computer Education Agency (TCEA). Special attention will also be given to providing teachers with classroom management skills and tools to make a blended learning environment successful.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The current infrastructure at Northside and Southside supports wifi in the computer labs and library spaces. Two additional arrays per campus have been purchased to place into the classrooms piloting the LAUNCH program in grades K-3. The PISD 2014-16 technology plan includes adding complete wi-fi coverage to both schools by the summer of 2016. In addition, student devices purchased through this grant will be 4G enabled so that they have filtered internet access outside of wi-fi areas and at home. The school will provide this access through a partnership with Verizon wireless. At least 2 techs will be available on each campus to provide technical support to both teachers and students. Devices will be enrolled into the PISD mobile device management system (MDM) that is utilized to push out necessary apps and websites for students wirelessly (either over wi-fi or through cellular service), so that student devices are continuously monitored and updated with appropriate learning tools. Teachers will be able to request apps for students and see them downloaded to devices on the same day. Apple TVs will also be placed into LAUNCH pilot classrooms to provide instant learning and collaboration tools for teacher and student. With teacher permission, students will be able to share their device screen to the classroom projector, so that students can learn from one another. The Apple TVs will also be enrolled into the MDM for monitoring purposes.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine ISD will partner with Verizon Wireless to provide 4G services on purchased mobile devices, so that our students without current home wi-fi will have access to the internet away from school. Verizon provides a private, filtered, CIPA compliant network built specifically for the needs of the Southside and Northside campuses, so that students will have consistent, reliable and safe internet access outside of wi-fi areas. 80% of Southside and Northside students are economically disadvantaged (AEIS) and over 25% students at these two schools live outside the city limits where internet providers are extremely limited or non-existent. Providing devices with cellular services for all students in the LAUNCH program will allow for anytime, anywhere learning not just at home, but on the bus, on field trips, at school, etc. Parent/student surveys will be conducted to determine current internet access and first target groups of students within the program who have no internet access and then to all students participating in the LAUNCH initiative.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine ISD has two techs trained to support mobile learning devices on both the Northside and Southside campuses who are on call to take care of any technical problems. The district also provides a full-time instructional technology specialist who will work with teachers at the Northside and Southside campuses on any curriculum or software issue that may arise. District network techs are available to contact through a help desk portal on PISD website, through email and by phone. A student help desk will also be put in place in the library at each school, so that individual students, classes, and parents have a central location to ask questions and seek support at any time during the school day. District network administrators are also on call in case of emergency, so that wi-fi and cellular services run smoothly and are dependable for teachers and students. Verizon Wireless also provides technical support for families should a problem arise at home. All devices are enrolled into the Mobile Device Management (MDM) system, which allow for monitoring of safety settings, connectivity problems, and software downloads. Technical updates or apps can be pushed out wireless to student no matter their location or time. The MDM also allows administrators to communicate with students and push out notifications or responses to help requests.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine ISD maintains a rigorous inventory system for all district technology. When a device arrives at the school from a vendor, it is engraved, tagged with a bar code and entered into the central inventory system by a technician. Before a device is checked out in the computer system to a student, both parent and child must attend a cyber-safety course, and they sign an RUG agreement and a technology lending agreement. The RUG and lending agreement are physically signed and stored electronically through an app, so that that records of who has each devices is in both the central inventory system and in a database of signatures. All devices will be provided with protective covering to maintain equipment in good condition and prevent cracked screens or other malfunctions. Devices are also enrolled in our mobile device management system which has the ability to track devices in case of loss/theft and control safety settings. The district educational technology coordinator and instructional technologists will be responsible for the initial parent meetings and checking out devices to students. Each classroom will have a locked charging cart available for students to place their devices when not being used or checked out overnight. Teachers will be responsible for ensuring the return of student devices from home on a regular basis and techs will be available on both the Northside and Southside campus to assist teachers as needed. Inventory checks will be performed on a regular basis to prevent loss or theft. Devices will be checked-in at the end of each school year or when a student transfers out of the district by the educational technology department, with the option to check-out for the many summer programs held at Palestine ISD, such as the TACE after school and summer program and English language camps for ELLs. Devices are also enrolled in the MDM where they are assigned to a specific student and can be tracked in the event of loss or theft, and the warranty included in the purchase of the devices includes repair costs for cracked screens and replacement for device malfunction.

Students in the LAUNCH program will be grouped together in the same homeroom classes, so that all students have the same access to mobile technology and to make tracking and inventory easier for teachers and technology staff. All students are invited to apply to be a part of the LAUNCH. Students will be admitted into the program and issued a mobile device based on literacy, math and science needs, access (or lack thereof) of wi-fi access at home, and parent request.

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Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All district technology is accounted for through a central inventory system, where devices are checked in and out to students and staff. Student devices will also be provided with a protective cover. It is mandatory to keep this cover on the device at all times, as the warranties provided by the protective covers assist in covering payment for an cracked screens or other malfunctions. Also, the mobile devices are bought with the Apple Care Plus warranty which also covers the cost of cracked screens or device defect or malfunction. Campus technicians can send the device for repair or replace at little to no cost under this warranty. Mobile devices are also enrolled in the Device Enrollment Program (DEP) in conjunction with the MDM (mobile device management) system which permits tracking of the devices through users and serial numbers and does not allow a device to be wiped or removed from the MDM. This measure of precaution is taken to prevent theft, as the device is rendered useless, and to locate a device in the case of loss.

Devices will be checked out to individual students in the central inventory system, and classrooms are provided with a locked charging station to hold devices when not in use or taken home. Campus technicians will perform regular inventory checks and students/parents are expected to report a missing/stolen device within 24 hours of the event, per the signed technology agreement, so that the device may be tracked and located.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine ISD has a Technology Lending Agreement already in place that all students and parents must sign before receiving any mobile technology. The agreement partners with our Responsible Use Guidelines form and address appropriate uses of district technology, digital citizenship expectations, basic care of devices, and how to use the internet in a responsible manner. PISD instructional technologists meet with every parent and child at the beginning of the school year or when a student transfers into the district to walk them through the lending agreement and RUG, set expectations, and create a partnership to ensure the proper use of the device both at school and at home. Student will be required to maintain their device in the protective cover at all time, and clear policies have been laid out that hold students accountable for their behavior using mobile technology.

All schools use the commonsensemedia.org curriculum to instill positive digital citizenship values and and to ensure student mastery of the Technology Applications TEKS. Digital citizenship is taught as a unit during the first two weeks of school; students are then assessed on their knowledge to show mastery. concepts are then revisited on a regularly throughout the year to instill ethical internet research practices, protect student privacy and promote kind online behavior. The lending agreement and RUG form is posted on the Palestine ISD website and in our iTunes University parent mobile device guide, so that the information is accessible by students, teachers, administrators and parents at any time.

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